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The 5 most pressing educational needs of children of Mexican American migratory workers in Oklahoma are seen to be in (1) inadequate command of the English language, (2) nutritional deficiencies, (3) social adjustment problems, (4) proper physical hygiene, and (5) curricular planning and bilingual personnel. In an effort to meet these needs, the Oklahoma State Department of Education, with the aid of Elementary and Secondary Education Act (ESEA) Title I funds, has initiated several innovative programs including a migrant linguistic laboratory with modern electronic equipment to aid in the improvement of oral communication and reading skills, and a teacher workshop to teach conversational Spanish to teachers of migrant children. (DA)

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Oklahoma

PROGRAM FOR MIGRANT CHILDREN

RC003086

STATE DEPARTMENT OF EDUCATION
OKLAHOMA CITY, OKLAHOMA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Classroom Projects
and
Linguistic Laboratory
for
Non-English Speaking
Children of Oklahoma

Oklahoma Department of Education

Will Rogers Building - State Capitol
Oklahoma City, Oklahoma

Title 1, ESEA, (P. L. 89-10 as amended by P. L. 89-750)

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PREFACE

This publication was prepared to assist those working in the Oklahoma Educational Programs for Migratory Children and as a source of information to others in the nation who may be interested in the different projects currently underway, especially for the benefit of non-English speaking citizens.

Each school district is encouraged to implement and develop a migrant project which will best meet the individual needs of the boys and girls of that area, being free at all times to use new ideas, activities and changes which appear to be helpful in improving the education of migrant children of the State of Oklahoma.

The Oklahoma program is a part of Federal Title I, ESEA and supervised by the Oklahoma State Board of Education, Oklahoma City, Oklahoma.

INTRODUCTION

CONCERN HAS BEEN FELT FOR A NUMBER OF YEARS BY THE STATE BOARD OF EDUCATION, REPRESENTATIVES OF INDIVIDUAL SCHOOL DISTRICTS, THE OKLAHOMA EMPLOYMENT SECURITY COMMISSION, OKLAHOMA STATE EMPLOYMENT SERVICE AND THE STATE RESEARCH AND PLANNING DIVISION, RELATIVE TO EDUCATIONAL NEEDS OF MIGRANTS,ESPECIALLY THE NON-ENGLISH SPEAKING MEXICAN-AMERICAN.

LATE ENTRIES, EARLY WITHDRAWALS, NON-ENGLISH VOCABULARY, DIFFERENCE IN CULTURE AND BACKGROUND, ADVANCED AGE FOR THE GRADE IN WHICH HE IS ENROLLED, AND LACK OF TEACHER TRAINING TO MEET THE MANY SITUATIONS HAVE LONG BEEN RECOGNIZED AS PROBLEMS WHICH MUST BE SOLVED BY EDUCATORS IN RELATION TO THE MIGRANT.

A CONCENTRATED SURVEY WAS TAKEN AND A STUDY STARTED OF THE MIGRANT WORKERS OF SOUTHWEST OKLAHOMA IN 1964, THIS AREA HAVING BEEN SELECTED FOR THE STUDY BECAUSE IT IS IN THE FIVE SOUTHWESTERN COUNTIES WHERE THE LARGEST CONCENTRATION OF MIGRANTS IS FOUND.

ACCORDING TO THAT SURVEY APPROXIMATELY 15,000 AGRICULTURE MIGRANTS CAME INTO SOUTHWEST OKLAHOMA EACH YEAR AS A PART OF AN ESTIMATED 500,000 OR MORE DOMESTIC MIGRATORY FARM WORKERS IN THE UNITED STATES.

THE SURVEY REVEALED FURTHER THAT THE 376 MEXICAN-AMERICAN FAMILIES INTERVIEWED REPRESENTED A TOTAL POPULATION OF 2,332 PERSONS. FORTY-EIGHT PERCENT OF THE POPULATION AT THAT TIME WAS IN JACKSON COUNTY.

NINETEEN PERCENT OF THE MIGRANTS WERE FOUND TO BE OF PRE-SCHOOL AGE, AND 35 PERCENT WERE BETWEEN AGES 5 AND 14 YEARS.

LITERACY WAS LOW WITH ONLY ABOUT ONE-THIRD OF THE ADULTS INTERVIEWED BEING ABLE TO READ AND WRITE ENGLISH. LESS THAN ONE-HALF OF THOSE SURVEYED COULD READ AND WRITE SPANISH.

THERE WERE 1,314 CHILDREN OF MIGRANTS, MAINLY THOSE WITH SPANISH SURNAMES, ENROLLED IN PUBLIC SCHOOLS OF SOUTHWESTERN OKLAHOMA IN 1963-64, MORE THAN ONE-HALF OF WHOM WERE IN THE FIRST, SECOND OR THIRD GRADES. MANY WERE OVER AGE FOR THE GRADE ENROLLMENT- -FREQUENTLY THREE OR FOUR YEARS. NO MORE THAN FIVE PERCENT OF THOSE PERSONS WITH SPANISH SURNAMES REACHED THE HIGH SCHOOL LEVEL. LESS THAN ONE PERCENT REACHED THE JUNIOR OR SENIOR YEAR OF HIGH SCHOOL.

MIGRANTS ORIGINALLY CAME TO OKLAHOMA FROM SOUTH TEXAS AND OTHER POINTS DURING THE FALL TO WORK IN HARVESTING OF COTTON. IF THE CHILDREN WERE IN SCHOOL IT WAS FOR ONLY A BRIEF PERIOD BEFORE THEY DEPARTED FOR THEIR HOME BASE. MANY OF THEM HAD WORKED DURING THE SPRING AND SUMMER MONTHS IN NORTHERN STATES RETURNING TO OKLAHOMA ONLY IN TIME TO WORK IN THE COTTON FIELDS.

WITH THE ADVENT OF AGRICULTURE MECHANICAL EQUIPMENT THE TYPE WORK FOR MANY OF THESE MIGRANTS WAS CHANGED. THEY BECAME MORE FAMILIAR WITH AND CONTENTED IN THEIR NEW SURROUNDINGS. HUNDREDS OF THEM ARE NOW "HOME BASED" IN OKLAHOMA, GOING ELSEWHERE AS THE NEED FOR AGRICULTURAL EMPLOYMENT EXISTS.

MANY OF THE MIGRANTS PRESENTLY SERVED, BOTH MEXICAN-AMERICAN AND ANGLO, REMAIN IN OKLAHOMA A MAJOR PORTION OF THE YEAR MOVING FROM ONE PART OF THE STATE TO ANOTHER. THIS IS EVIDENCED BY THE LIST OF MAJOR CROPS AND NEED FOR EXTRA HELP AS IS SHOWN ELSEWHERE IN THIS BOOKLET.

NEED FOR FEDERAL ASSISTANCE WAS FELT BECAUSE OF RECOGNITION BY EACH SCHOOL DISTRICT OF THE INADEQUACIES OF THE PROGRAMS THEN UNDERWAY IN THE PUBLIC SCHOOL SYSTEM AND THE MANY HANDICAPS FACED BY THE MIGRANT CHILDREN.

FIRST CONCENTRATED EDUCATIONAL HELP DESIGNED ESPECIALLY FOR THE MIGRANT CHILDREN BECAME POSSIBLE THROUGH PILOT PROGRAMS SPONSORED BY THE STATE DEPARTMENT OF EDUCATION AND FINANCED BY FEDERAL FUNDS IN THE SUMMER OF 1967.

STATE DIRECTORS OF THE MIGRANT PROGRAM SELECTED ALTUS AS A LOCATION FOR INNOVATIVE ACTIVITIES, DUE TO ITS BEING CENTRALLY LOCATED AND BECAUSE OF PREVIOUS EXAMPLES OF INNOVATIVE PROGRAMS WHICH ORIGINATED AND WERE CARRIED OUT IN ALTUS.

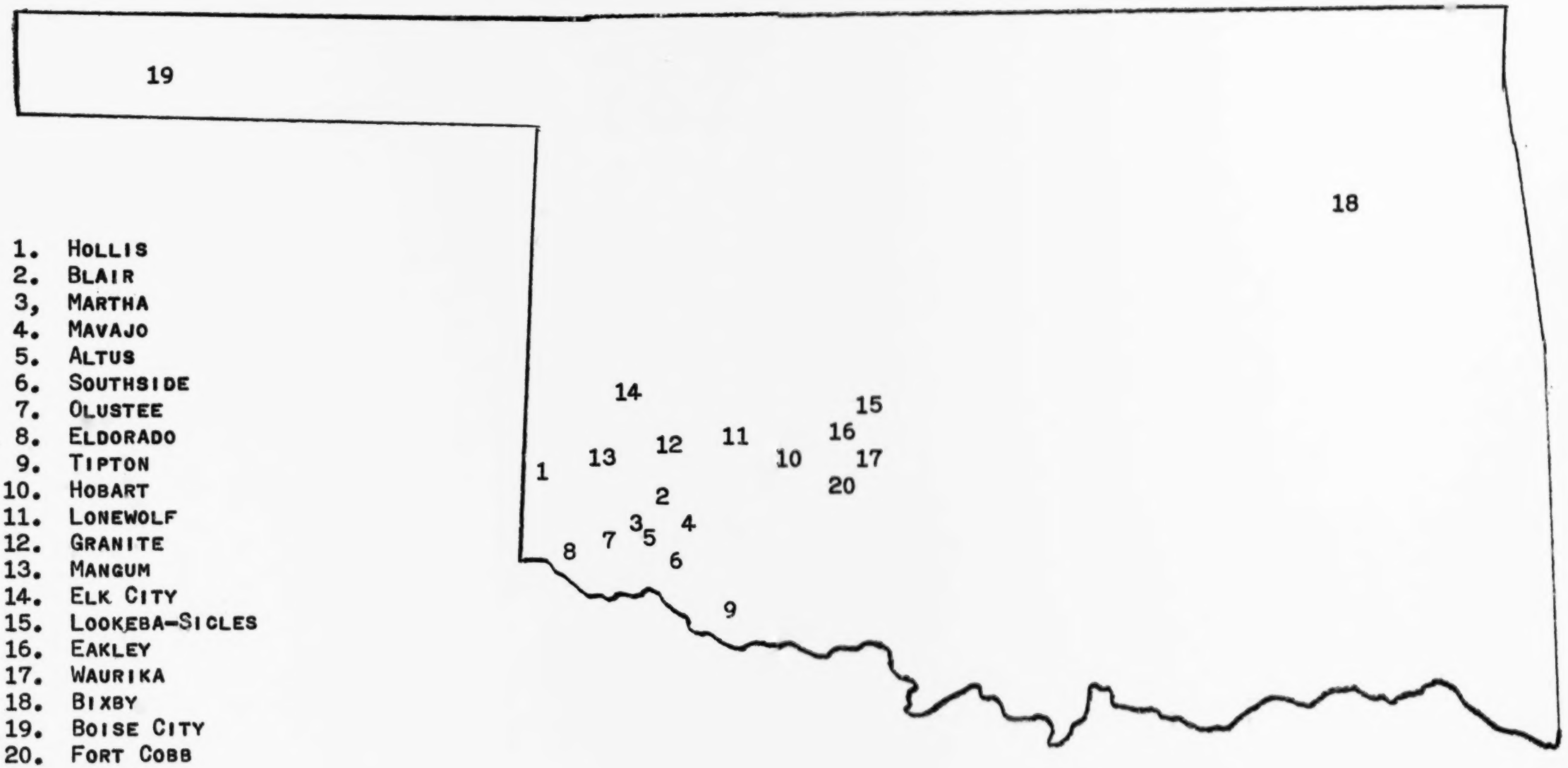
MIGRANT DIRECTORS ELSEWHERE IN THE STATE ARE GIVEN FULL BENEFIT OF THE PROGRAMS AND INNOVATIONS AT ALTUS. TEACHERS FROM MANY POINTS REGULARLY ATTEND TEACHER TRAINING WORKSHOPS IN ALTUS.

ENTHUSIASTIC ACCEPTANCE OF THE PROJECTS BY TEACHERS, PARENTS, CHILDREN AND THE COMMUNITY LEADERS RESULTED.

SINCE THAT TIME A FULL-TIME PROGRAM HAS BEEN ESTABLISHED IN DIFFERENT AREAS OF THE STATE WITH FEDERAL FUNDS ALLOCATED THROUGH THE STATE DEPARTMENT OF EDUCATION TO PROVIDE REGULAR SCHOOL TERM CLASSES. THESE INCLUDE A LINGUISTIC LABORATORY, TEACHER TRAINING, SPECIAL SUMMER SCHOOLS, FOOD SERVICES, HEALTH PROGRAMS AND CULTURAL DEVELOPMENT, ALL OF WHICH EARLY SURVEYS INDICATE HAVE DONE MUCH TO IMPROVE THE SELF-IMAGE, HEALTH, SCHOOL ATTITUDE, ATTENDANCE AND ACADEMIC PROGRESS OF THE MIGRANT CHILDREN.

THE 1968-1969 PROJECT WILL INCLUDE 22 SCHOOLS.

FUNDS ARE ALLOCATED TO THE SCHOOLS THROUGH THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, PUBLIC LAW 89-10 AS AMENDED, AND WILL INCLUDE FUNDS FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT, EMPLOYMENT OF ADDITIONAL TEACHERS, TEACHER AIDES, SERVICES OF A LINGUISTIC LABORATORY, AND TEACHER TRAINING ESPECIALLY FOR THOSE WORKING IN SUMMER SCHOOLS AND THE ELEMENTARY CLASSROOM TEACHER WHO FINDS MIGRANT PUPILS IN HER REGULAR SCHOOL YEAR CLASSROOM.



1. Hollis
2. Blair
3. Martha
4. Mavajo
5. Altus
6. Southside
7. Olustee
8. Eldorado
9. Tipton
10. Hobart
11. Lonewolf
12. Granite
13. Mangum
14. Elk City
15. Lookeba-Sicles
16. Eakley
17. Waurika
18. Bixby
19. Boise City
20. Fort Cobb
21. Terrall

OKLAHOMA MIGRANT PROGRAMS

OKLAHOMA PROGRAM DATA

1. PROJECT DATA (STATE TOTALS)

UNDUPLICATED COUNT OF CHILDREN PARTICIPATING

A. NUMBER OF SCHOOL DISTRICTS WHERE TITLE I MIGRANT PROGRAMS ARE OPERATING 22

B. NUMBER OF PUBLIC SCHOOL CHILDREN PARTICIPATING 1,196

C. ESTIMATED NUMBER OF MIGRANT CHILDREN IN STATE MIGRANT PROGRAM FOR WHOM ENGLISH IS TAUGHT AS A SECOND LANGUAGE 275

NATURE AND SCOPE

CLASS INSTRUCTION IS ON AN UNGRADED BASIS REGARDLESS OF AGE. ALL SCHOOLS PLACE EMPHASIS ON THE TEACHING OF READING AND LANGUAGE ARTS, BUT ALL SUBJECT AREAS, ESPECIALLY CULTURAL DEVELOPMENT AND HEALTH HABITS, ARE COVERED, WHEN APPROPRIATE.

STUDENTS ON HIGH SCHOOL LEVEL RECEIVE SPECIAL ATTENTION TO ALLEVIATE THEIR PHYSICAL AND SOCIAL NEEDS.

PARENTAL INVOLVEMENT

EACH DISTRICT'S MIGRANT TEACHER AND TEACHER AIDE ARE RESPONSIBLE FOR HOME-SCHOOL CONTACTS. THEIR DUTIES AND INVOLVEMENT INCLUDES WHATEVER IS NECESSARY IN GETTING THE PARENTS INTERESTED IN THE MIGRANT EDUCATION PROGRAM AND THEIR ASSISTANCE IN MAKING THE MIGRANT PROGRAM PRODUCTIVE.

NATURE AND DEGREE OF CHANGE EXPECTED IN THE PARTICIPATING CHILDREN

IT IS EXPECTED THE STUDENTS WILL BE ABLE TO COMMUNICATE IN VERBAL AND WRITTEN ENGLISH, UNDERSTAND INSTRUCTIONS MORE FULLY, THEREBY ENABLING THEM TO ADVANCE TO A HIGHER DEGREE IN THEIR ACADEMIC ACHIEVEMENT.

A BETTER ATTITUDE TOWARD SCHOOL ATTENDANCE.

MORE PHYSICAL VITALITY AND BETTER HEALTH.

II. INNOVATIVE PROJECTS

A. ALL ACTIVITIES WITHIN THE MIGRANT PROGRAM WERE NEW AND UNTRIED, AS THIS WAS THE FIRST PROGRAM DESIGNED FOR MIGRANTS IN OKLAHOMA. TWO PROJECTS WHICH WERE INITIATED DURING THE SUMMER TERM THAT MAY BE TERMED INNOVATIVE WERE A MIGRANT LINGUISTIC CENTER, COMPLETE WITH THE MOST MODERN MATERIALS AND EQUIPMENT TO BE USED IN IMPROVING ORAL COMMUNICATION AND READING OF THE SPANISH-AMERICAN MIGRANT, AND A TWO-WEEK WORKSHOP ORIENTED TO TEACHING TEACHERS CONVERSATIONAL SPANISH SO THEY WILL BE MORE CAPABLE OF COMMUNICATING WITH THEIR BI-LINGUAL STUDENTS. NEITHER ACTIVITY WAS COMPLETED IN TIME FOR EVALUATION ON THE 1966-67 PROJECT, BUT RECEIVED WHOLEHEARTED SUPPORT AND APPEAR TO HAVE BEEN MOST BENEFICIAL.

III. MOST PRESSING EDUCATIONAL NEEDS

THE FIVE MOST PRESSING EDUCATIONAL NEEDS OF CHILDREN OF MIGRATORY AGRICULTURAL WORKERS IN OKLAHOMA:

A. INADEQUATE COMMAND OF THE ENGLISH LANGUAGE

1. THIS WAS INDICATED BY SURVEY OF TEACHERS DURING THE PLANNING OF THE STATE PROGRAM.

2. THIS HYPOTHESIS WAS PROVEN BY THE PRE- AND POST-ACHIEVEMENT TESTS. LACK OF CORRELATION BETWEEN THE TWO TESTS WAS PREVALENT.

B. Nutritional Deficiencies

Survey of parents and children indicated that one-half of the migrants came to school without breakfast. Some students cried with stomach pains because of lack of food.

C. Social Adjustment

The students seemed to feel as if they were inferior (reported by all the schools.) Lack of proper grooming, ill-fitting clothes, and Spanish accents were cited as major reasons. It is believed that lack of social adjustment is a major cause of early school drop-outs.

D. Proper Physical Hygiene

School surveys showed that 65% of the migrant children had never visited a doctor or dentist. They did not have tooth brushes and when they were furnished, they had to be shown how to use them.

E. Curricular Planning and Bi-lingual Personnel

The State Director of Migrant Projects, through conferences with school administrators, found that planned academic programs suitable for the bi-lingual migrant student was non-existent in the state of Oklahoma. No bi-lingual aides or teachers were being used, nor was there released time for inservice training of teachers or individualized instruction for migrant students.

INSTRUCTIONAL ACTIVITIES AND SERVICES

OF OKLAHOMA MIGRANT PROGRAMS

	Pupils Participating
Ungraded developmental programs	996
Developmental summer schools	849
Pre-Training Workshop	60 Teachers
Linguistic Workshop	100 Teachers
Southwest Migrant Learning Center	100
Pre-School Language Classes	100
Vocation and Development Program	40

MIGRANT APPROVALS - 1968

Altus I-18 (Jackson)

Bixby I-4 (Tulsa)

Blair I-54(Jackson)

Boise City I-2 (Cimmaron)

Eakly I-132 (Caddo)

Eldorado I-25 (Jackson)

Elk City I-6 (Beckham)

Fort Cobb I-7 (Caddo)

Granite I-3 (Greer)

Hobart I-1 (Kiowa)

Hollis I-66 (Harmon)

Lone Wolf I-2 (Kiowa)

Lookeba I-12 (Caddo)

Mangum I-1 (Greer)

Martha D-9 (Jackson)

Navajo I-1 (Jackson)

Olustee I-35 (Jackson)

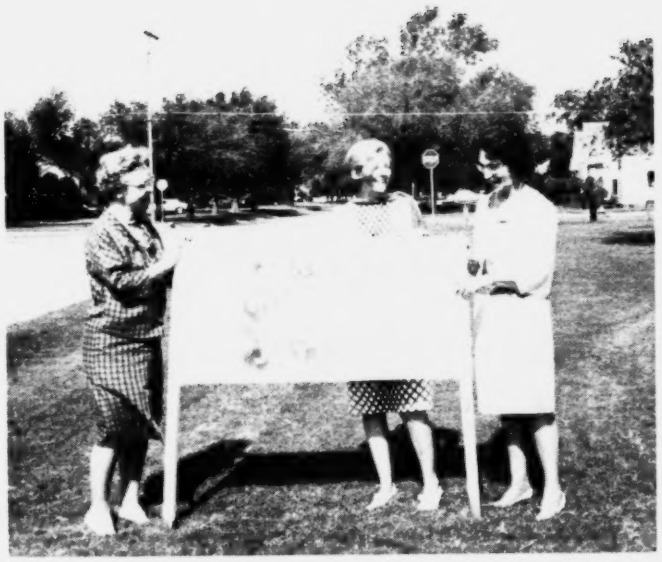
Southside I-212 (Jackson)

Terral I-3 (Jefferson)

Tipton I-8 (Tillman)

Waurika I-28 (Jefferson)

MIGRANT PROGRAMS MAKES HAPPY CHILDREN



THE MIGRANT

THE MIGRANT COMES INTO BEING, BASICALLY, FOR TWO REASONS: LACK OF EDUCATION AND LACK OF FUNDS. IF AN INDIVIDUAL IS IN AN AREA WHERE HE CANNOT FIND A JOB DUE TO LACK OF PROPER TRAINING, AS IS THE CASE WITH THE MIGRANT, HE MUST MOVE TO ANOTHER AREA WHERE THERE IS WORK HE CAN DO. THE HARVESTING OF VARIOUS CROPS IN DIFFERENT SECTIONS OF THE NATION BECOMES THE MENIAL LOT OF SUCH A PERSON - - THUS THE MIGRANT.

IN 90 PERCENT OF THE CASES, THOSE WHO ARE MIGRANTS DO NOT WISH TO BE. IN MOST CASES THESE INDIVIDUALS ARE <u>BORN</u> INTO FAMILIES WHO ARE MIGRANT WORKERS ALSO, AND THEY ARE INVARIABLY CAUGHT IN THE VICIOUS CYCLE OF GROWING UP TO BECOME A NOMAD DUE PARTIALLY TO THE THREE MONTHS OF SCHOOLING PER YEAR THEY RECEIVE, LEAVING THEM ILL EQUIPPED TO MAKE A LIVING REQUIRING SKILLED LABOR.

THE AVERAGE MIGRANT WILL MAKE THREE TO FOUR MOVES DURING A YEAR. THE MIGRANT IS NOT A SORT OF "GYPSY." HE MOVES BECAUSE HE MUST, IN ORDER TO HAVE THE BASIC NECESSITIES OF LIFE: FOOD, CLOTHING, SHELTER. HE HAS INHERITED HIS WAS OF LIFE. IN THIS SOUTHWESTERN SECTION OF THE UNITED STATES, THE MEXICAN MIGRANT WILL START HIS MOVE FROM HOME BASE WHICH IS SOUTHWEST OKLAHOMA OR FROM SOUTH TEXAS (WHERE HE HAS BEEN DOING "STOOP LABOR" IN THE FIELDS) TO COLORADO TO WORK ON THE FARMS. HE WILL GO ON TO MICHIGAN, INDIANA, NEBRASKA, WISCONSIN AND ILLINOIS TO HELP HARVEST VEGETABLE CROPS; THEN RETURN TO SOUTHWESTERN OKLAHOMA IN THE FALL TO HARVEST COTTON. DURING THIS TIME, APPROXIMATELY ONE YEAR, THE WORKER WILL HAVE EARNED ONLY $1,000 TO $1,500 FOR HIS LABOR. AND WITH THE ADVENT OF MECHANICAL EQUIPMENT USED TO HARVEST MOST OF THE

CROPS, EVEN THIS TYPE OF EMPLOYMENT IS BECOMING MORE AND MORE SCARCE, LEAVING NO MEANS OF EARNING A LIVELIHOOD FOR THESE POORLY TRAINED WORKERS.

THE ECONOMICALLY AND CULTURALLY DEPRIVED WORKER HAS MANY DISADVANTAGES IN LIFE, THE MAIN ONE BEING LACK OF EDUCATION AND/OR LACK OF VOCATIONAL TRAINING. THE LACK OF ABILITY TO COMMUNICATE EFFIECIENLY IS A DISADVANTAGE. HE HAS A FEELING OF NOT BELONGING ANYWHERE.

IRREGULAR INCOME CAUSES A LACK OF PROPER FOOD, SHELTER AND CLOTHING. THESE THINGS CAUSE IRRESPONSIBILITY. THIS KEEPS HIM IN THE YOKE OF POVERTY, UNABLE TO BREAK LOOSE TO ATTAIN HIGHER LEVELS OF STANDING SOCIALLY, EMOTIONALLY, PHYSICALLY, AND ECONOMICALLY, WITHOUT TRAINING AND CONSEQUENT BETTER JOB OPPORTUNITIES THE MIGRANT IS FORCED TO LIVE IN HOVELS. MODERN FACILITIES OF THE HOME, INDOOR PLUMBING AND DECENT HEATING ARE DENIED HIM. THE INFANT MORTALITY RATE IS VERY HIGH. HIS HEALTH STATUS IS POOR. ALTHOUGH HE IS ABLE TO OBTAIN SOME MEDICAL TREATMENT FROM THE COUNTY, MANY TIMES THE MIGRANT IS UNAWARE OF THESE FACILITIES OR IS AILING AND CANNOT BE TREATED BY THE PRESENT RULES FOLLOWED BY THE COUNTY CLINIC. THE DIET OF THE MIGRANT IS MEAGER AT BEST. HE IS NOT ABLE TO BUY THE PROPER AMOUNT AND QUALITY OF FOOD.

MANY OF THE MIGRANTS, WHO THEMSELVES DO NOT LIKE BEING MIGRANT WORKERS, WOULD LIKE TO SEE THEIR CHILDREN HAVE A DIFFERENT KIND OF LIFE. A RELATIVE MINORITY ARE INDIFFERENT TO THE FUTURE OF THEIR FAMILIES; THEY MERELY LIVE FROM DAY TO DAY NOT CARING HOW THEIR FAMILIES WILL GET ALONG IN THE FUTURE. THROUGH EDUCATION, THE CHILDREN MAY RECEIVE ADVANTAGES ENOUGH TO BE ABLE TO BREAK FREE FROM THIS "WAY OF LIFE".

UNLESS THESE CHILDREN GET AN EDUCATION THEY TOO WILL BE FORCED TO MOVE IN ORDER TO PROVIDE FOR THEIR FAMILIES.

LIFE SEEMS HOPELESS TO SOME MIGRANTS AND THEY WANT THEIR CHILDREN TO HELP PROVIDE FOR THE FAMILY. IN MANY CASES CHILDREN ARE ENCOURAGED TO STAY OUT OF SCHOOL AND WORK IN FIELDS.

THE FUTURE FOR MIGRANT WORKERS IS NOT BRIGHT. THERE IS STILL SOME DEMAND IN SOUTHWESTERN OKLAHOMA FOR THE MIGRANT WORKER, BUT MECHANIZATION OF THE HARVESTING PROCESS HAS GREATLY REDUCED THE NEED FOR HAND LABOR. THIS FACT, ALONG WITH THE LIMITED LUXURIES OF LIFE, SOME HAVE ACQUIRED, I.E., TELEVISION, RADIO, AND MOVING PICTURES, HAS PRODUCED A VAGUE DESIRE OF BETTERMENT FOR THEMSELVES AND THEIR FAMILIES. THIS LIMITED CONCEPT OF LIVING THE MIGRANTS HAVE, HOWEVER, IS A DEFINITE HANDICAP AND MUST BE OVERCOME BEFORE THEY CAN SUCCEED IN THEIR MODEST AMBITIONS. THIS IS WHAT EDUCATION CAN DO TO HELP BRING THE MIGRANT INTO A MORE SATISFACTORY LIVING STATUS.

THE FACT IS MANY AGRICULTURAL POSITIONS ARE AVAILABLE, YEAR AROUND EMPLOYMEMT, WHICH COULD INSURE PERMANENT RESIDENCE AND AN OPPORTUNITY FOR THE CHILDREN TO ATTEND SCHOOL REGULARLY. BUT THESE JOBS CALL FOR A LIMITED KNOWLEDGE OF MECHANICS- - THE OPERATION AND CARE OF MECHANIZED MECHINERY IN WHICH THE PRESENT DAY LAND OWNER HAS THOUSANDS OF DOLLARS INVESTED. LIKEWISE HE MUST BE ABLE TO READ SIMPLE DIRECTIONS, COMPLETE SIMPLE FORMS AND BE ABLE TO DO A LIMITED AMOUNT WITH FIGURES, NECESSARY ESPECIALLY WHERE THERE IS IRRIGATION OF FARM CROPS.

THE MIGRANT CAN BE HELPED TO SEE THAT THERE IS A BETTER LIFE FOR HIM AND HIS FAMILY, IF HE IS WILLING TO PAY THE PRICE TO ATTAIN IT. KNOWLEDGE OF A BETTER LIFE AND SUFFICIENT EDUCATION NECESSARY TO BREAK FREE FROM THIS CYCLE SEEM TO BE THE ONLY ANSWER TO A BETTER LIFE FOR THE MIGRANT. BY LEARNING A TRADE, OR AT LEAST BY GETTING A HIGH SCHOOL EDUCATION THE MIGRANT CAN GET A PERMANENT JOB, BECOME A PERMANENT CITIZEN, BE A PART OF THE COMMUNITY AND ASSUME THE RESPONSIBILITIES OF AN AMERICAN CITIZEN.

ONE MIGRANT STUDENT ENUMERATES 17 MOVES WITH HER FAMILY, 12 OF WHICH WERE FROM MAY 1949 TO JANUARY 1952.

MANY CHILDREN NEVER SEE A CLASSROOM UNTIL JANUARY AFTER THE COTTON IS HARVESTED.

THE WOMEN OPENLY DREAD THE TIME THEY HAVE TO "START OUT." THEY HATE TO LEAVE THEIR LITTLE HOUSES.

MANY MOTHERS ARE UNABLE TO GIVE THE BIRTHDATE OF ANY OF THEIR CHILDREN. "THEY WERE BORN DURING COTTON CHOPPING," OR "THEY WERE BORN WHEN WE WERE WEEDING THE BEETS"- - BUT WHERE? MANY OF THESE CHILDREN, OF COURSE, HAVE NO BIRTH CERTIFICATE, NOR OTHER RECORD OF BIRTH. FEWER AND FEWER HAVE BAPTISMAL CERTIFICATES.

ONE FAMILY HAS A LITTLE GIRL WHOM THEY CALL THEIR "LITTLE CHICKENHOUSE SISTER" BECAUSE SHE WAS BORN IN A HENHOUSE WHICH WAS PRESSED INTO USE AS A DELIVERY ROOM, AFTER THE CHICKENS WERE SHOOED OUT!

WHAT WILL HAPPEN TO HIM? THAT IS LARGELY UP TO US. HE WILL EITHER BE EDUCATED AND TRAINED TO DO A SKILLED JOB OR HE WILL BECOME TOTALLY DEPENDENT UPON THE TAX PAYERS' DOLLAR.

THE TWO ALTERNATIVES SEEM TO BE:

1. EDUCATE HIM SO THAT HE MAY EARN HIS OWN,WAY, ASSUMING HIS PROUD ROLE AS A CITIZEN.
2. FAIL TO EDUCATE HIM AND LET HIM BECOME TOTALLY DEPENDENT ON OTHERS, A PRINE TARGET FOR THE RABBLE ROUSER, AND ANY OTHER EVIL INFLUENCE WHICH MAY REACH HIM EMOTIONALLY.

OKLAHOMA AIDS NON-ENGLISH SPEAKING MIGRANTS

MULTI-APPROACH IS CHANGING THE LIVES OF A GROUP OF PERSONS WHO FOUND THEMSELVES IN AN ALMOST DESTITUTE SITUATION BECAUSE OF MECHANIZATION AND TECHNOLOGICAL ADVANCES IN THE AGRICULTURAL FIELDS IN WHICH THESE MIGRANTS WERE AT ONE TIME SO IMPORTANT.

ATTRACTED TO OKLAHOMA AND ELSEWHERE IS THE MIDDLE WEST, WEST AND NORTHWEST FOR THE PAST TWO GENERATIONS TO GAIN A LIVELIHOOD IN THE PARTICULAR SECTION WHERE SEASONAL HELP WAS NEEDED AND TRAVEL ON FOR A DIFFERENT TYPE PLANTING OR HARVESTING, THESE MEXICAN-AMERICANS NOW FIND THEMSELVES HOME BASED FOR SEVERAL MONTHS EACH YEAR, IN MOST INSTANCES WITHOUT EMPLOYMENT, WITH A HOUSE FULL OF A THIRD GENERATION- - CHILDREN WHO ARE FROM ONE TO FOUR YEARS BEHIND IN SCHOOL WORK AND MANY OF WHOM SPEAK VERY LIMITED OR NO ENGLISH.

THE UNITED STATES DEPARTMENT OF EDUCATION, THROUGH ITS TITLE I ESEA PROGRAM, IS MAKING POSSIBLE VARIOUS INNOVATIVE PROGRAMS TO GIVE THESE THOUSANDS OF PERSONS A NEW CHANCE AT LIFE- - THROUGH EDUCATION.

And education has taken on a broad aspect for them. It includes not only the normal academic classroom work, but first a completely new self-image concept, an opportunity to know success for the first time in their lives, to have food and clothing in cases where need is found, to participate in some of the cultural advantages in the land of plenty which we call the United States, and to benefit from health practices including professional dental and medical assistance as well as the art of brushing their own teeth and the advantages of frequent baths.

Oklahoma is approaching the change for these unfortunates from many sides from the very very young to the elderly.

Four and five year old boys and girls in whose home only Spanish is spoken, are being given the opportunity to learn English at the same time they learn Spanish. These boys and girls are too young to enter school the next year. The new activity in reality will prepare them for Head-Start programs which take children just prior to their entering public school.

One group meets for two hours each morning and a second group participates in a two hour afternoon class. The six-months activity is conducted in the Linguistic (Migrant) Laboratory by bi-linguists, one of whom, a junior college student, is a former migrant.

Hopefully, these children will never suffer from the lack of communication with fellow pupils and a teacher, and many of them social and cultural benefits will be familiar to them when they enter school.

No longer will there be a lone child standing in fear, unable even to enjoy games and other activities with his classmates.

For several months first, second and third grade pupils, for most of whom English remained a "foreign" language, have been transported daily, following the regular school day program, to the Laboratory where they have gained new confidence, learned to speak many English words and made to enjoy the process we call learning.

Reaching for a first time the most lucrative potential dropout, a 1968 summer program of six weeks appealed to boys and girls from the sixth through the tenth grades.

Each girl spend 5½ hours per day, five days per week, cooking, sewing, and in a personal care and development program including information on health, grooming, sex-education, and cultural aspects. Classes were directed by home economists who were aided by counselor, nurse, physician, dentist and special consultants.

For the same period boys participated in wood work, leather, metal and similiar handicrafts. In different classes from the girls, they likewise received the health and cultural programs.

Noon day lunch was furnished all participants.

Time does not allow for an evaluation of the program at this time, but a close watch will be kept to determine the effectiveness of this activity in keeping the migrants in junior and senior high school.

Six weeks summer schools are conducted in various sections of Oklahoma as shown elsewhere in this booklet.

CULTURAL HELP FOR MIGRANTS

Migrants board bus for cultural trip

Altus pupils visit zoo

Altus Migrant Summer Pupils Visit Governor in Capitol

(Copyright 1967 The Oklahoma Pub. Co. From the Oklahoma City Times, June 27)

CULTURAL TRIPS ARE MADE, LOCAL POINTS OF INTEREST VISITED TO FAMILARIZE THESE STUDENTS WHAT IS WITHIN THEIR IMMEDIATE REACH. SPECIAL ATTENTION IS GIVEN TO HEALTH.

MANY OF THESE CHILDREN WILL BE RELIEVED OF THE DISAPPOINTMENT AND DISCOURAGEMENT OF REMAINING IN THE SAME GRADE FOR ANOTHER YEAR, BECAUSE OF THE PERSONAL ATTENTION GIVEN TO EACH IN THE ACADEMIC SUBJECTS IN WHICH HE NEEDS HELP.

ADULT CLASSES ARE NIGHTLY AFFAIRS AT THE LINGUISTIC LABORATORY, WHERE BOTH MEN AND WOMEN, MANY WHO HAVE SPENT YEARS IN THE UNITED STATES BUT NEVER LEARNED TO SPEAK ENGLISH AND OTHERS WITH A MOST LIMITED VOCABULARY, ARE TAUGHT THE SECOND LANGUAGE.

UPON COMPLETION OF THESE CLASSES THE ADULTS ARE EXPECTED TO BE ATTRACTED TO THE ADULT BASIC EDUCATION CLASSES, TITLE II B ESEA, AND EVENTUALLY TO SOME TYPE OF VOCATIONAL TRAINING.

NOT EVEN BY ACCIDENT DOES OKLAHOMA HAVE TEACHERS WHO ARE ESPECIALLY WELL TRAINED FOR THESE PROGRAMS. SOMETHING HAS AND IS BEING DONE ABOUT THAT.

TWO TEACHER TRAINING WORKSHOPS ARE HELD EACH SUMMER TO AID THE TEACHERS.

"¿COMO ESTA'?;¿MAY BIEN, GRACIAS?; ¿BUENOS DIAS?", AND SIMILIAR STATEMENTS ARE EXCHANGED FROM TEACHER TO TEACHER AS THEY EMERGE FROM CLASSES IN AN INTENSIVE FOUR WEEKS TRAINING PERIOD DESIGNED ESPECIALLY FOR THE REGULAR SCHOOL TERM ELEMENTARY TEACHER WHO ANNUALLY FINDS INABILITY TO COMMUNICATE A MOST FLUSTRATING EXPERIENCE FOR HERSELF AND THE NEW MIGRANTS WHO SPEND FROM A FEW WEEKS TO SEVERAL MONTHS IN HER CLASSROOM.

PRACTICAL SPANISH IS LEARNED BY THESE 100 TEACHERS. THEY LIKEWISE ARE GIVEN MANY TEACHING AIDES FOR USE WITH MIGRANT PUPILS.

BI-LINGUAL AND HIGHLY TRAINED PERSONNEL OF THE MIDDLE-WEST CONDUCT THIS PROGRAM AS THEY DO ANOTHER ONE-WEEK WORKSHOP, ALSO FOR TEACHERS OF MIGRANT BOYS AND GIRLS.

THE ONE WEEK TRAINING IS FOR REGULAR CLASSROOM TEACHERS WHO "MOONLIGHT" IN SPECIAL SUMMER SCHOOL MIGRANT PROGRAM, OFFERED FOR THE SIX WEEKS PERIOD TO GIVE CONCENTRATED HELP TO THE MEXICAN.

FROM THESE TWO TRAINING PERIODS THE TEACHERS HAVE BEEN ABLE TO GAIN A KNOWLEDGE OF THE LIFE PATTERN AND CULTURAL ASPECTS OF THE MIGRANT, RECOGNIZING HE IS A VALUABLE INDIVIDUAL IN HIS OWN RIGHTS.

THEY NOW RECOGNIZE THE BACKGROUND AND PROBLEMS OF THE MIGRANT AND ASSIST HIM TO ADJUST AS A NORMAL SOUTHWESTERN SCHOOL CHILD.

THEY LEARN HOW TO USE INSTRUCTIONAL METHODS APPLICABLE FOR THE MIGRANT.

THEY UTILIZE THE NEWEST METHODS IN TEACHING CHILDREN WHO HAVE BEEN REARED IN HOMES OF MIGRANTS.

THEY LEARN THE MIGRANT PUPIL ACADEMICALLY, SOCIALLY AND EMOTIONALLY AND ARE ABLE TO HELP HIM INDIVIDUALLY IN MANY AREAS.

OUTSTANDING MIGRANT CONSULTANTS FROM THROUGHOUT THE NATION, INCLUDING BI-LINGUAL TEACHERS, ARE SECURED FOR THIS PROGRAM, GIVING OKLAHOMA TEACHERS THE ADVANTAGE OF TRAINING BY ONES WHO HAD PREVIOUS EXPERIENCE IN THIS TYPE OF PROGRAM.

ALL SCHOOLS OF THE AREA WHERE MIGRANT PROGRAMS ARE IN OPERATION, WERE REPRESENTED AT THE SCHOOL.

In most instances in-service credit was allowed for the two workshops. So unanimous was the feeling of success of these two efforts to train the faculty, that plans are for them to be repeated each summer.

Teachers found themselves in much better condition to communicate with the Spanish speaking pupils in the summer programs and regular school term classes. Likewise, they gained much knowledge of their native language and many new methods of reaching the child who ordinarily is reluctant to participate with the other classroom pupils.

Oklahoma may not be the first to approach a solution to the "Migrant problem" and it does not claim to vision all the answers.

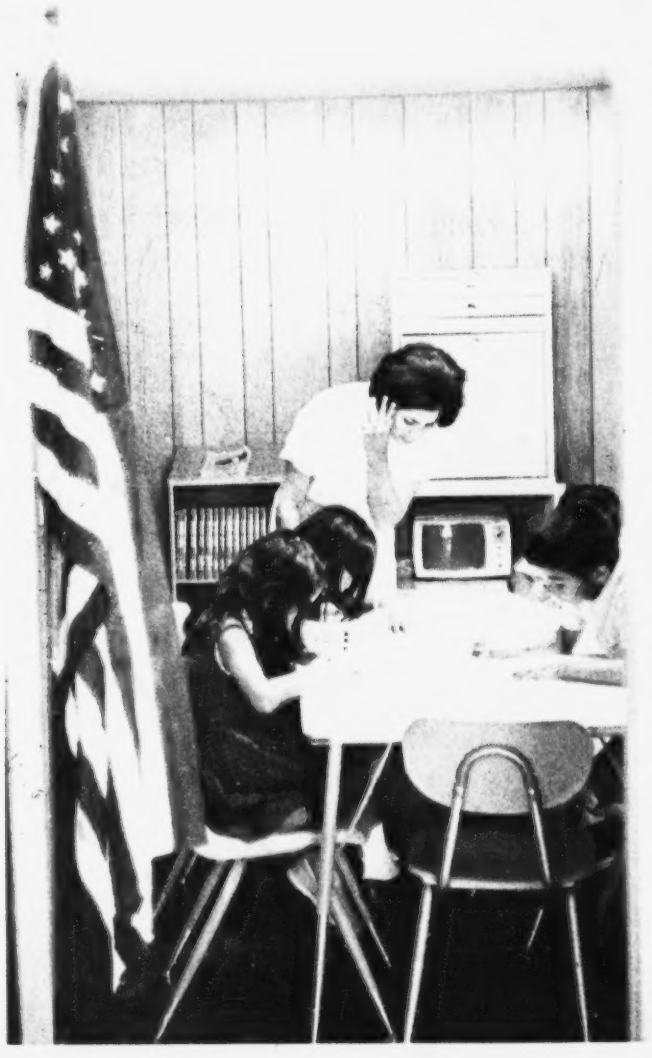
But with the multitude of activities being undertaken and the innovation being demonstrated the lives of many boys and girls of second and third generation migrant families may be made much brighter.

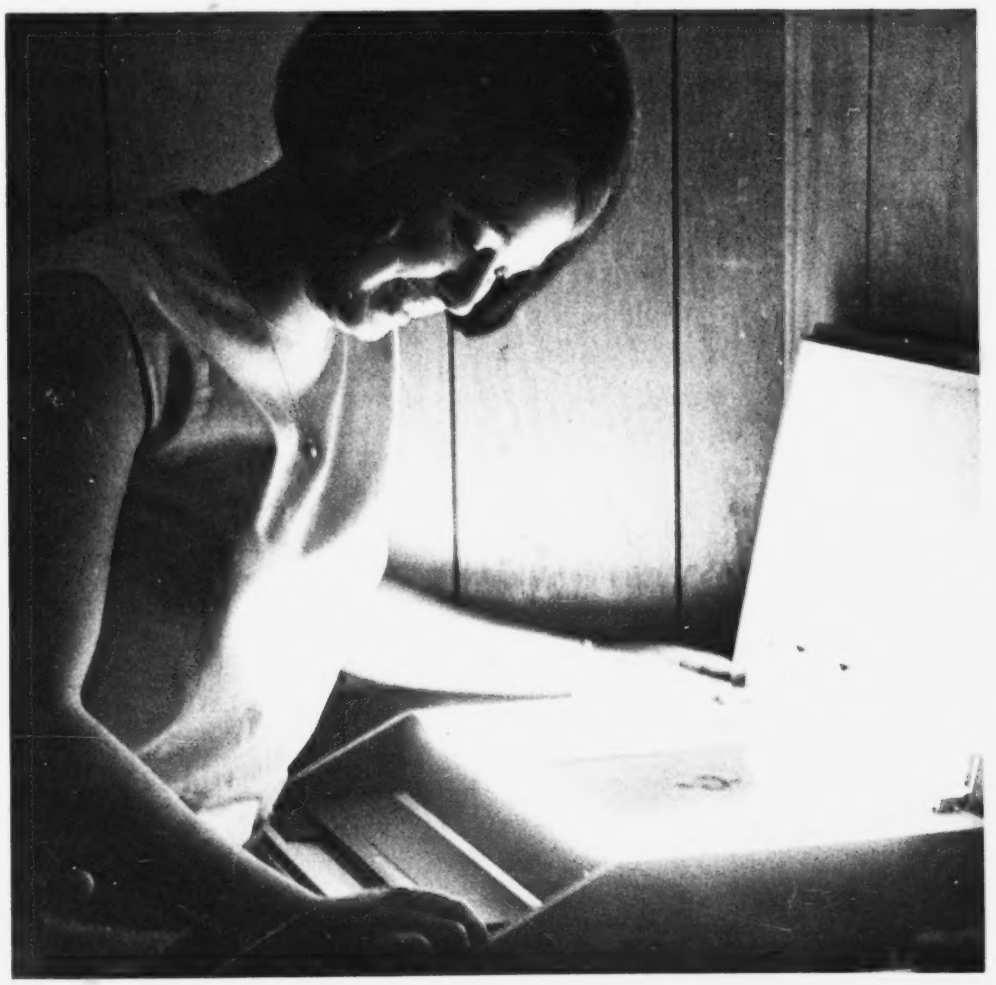
Much of the success of the program todate may rightfully be attributed to the dedicated personnel some of whom may be characterized as "flowers of steel wool."

These teachers are doing much to bring the migrant from the periphery in which they currently exist.

LINGUISTIC (Migrant) LABORATORY

(Altus, Oklahoma Independent School District No. 18)





ALTUS HAS INNOVATIVE PROJECTS

ALTUS WAS SELECTED BY THE STATE DEPARTMENT OF EDUCATION AS A CENTER FOR THE MIGRANT ACTIVITIES AND LOCATION FOR THE LINGUISTIC LABORATORY BECAUSE OF THE LARGE NUMBER OF MEXICAN-AMERICAN STUDENTS, THE FACILITIES AND PERSONNEL AVAILABLE, AND AS A CENTRAL LOCATION FOR INNOVATIVE PROJECTS WHICH MAY BE OBSERVED TO DETERMINE IF THE APPROACHES ARE WORTHY OF USE IN OTHER AREAS.

INSTEAD OF GENERAL DEVELOPMENTAL PROGRAMS AS IN OTHER AREAS, ALTUS HAS PROGRAMS WHICH CONCENTRATE IN SPECIFIC AREAS, INCLUDING THE SPECIAL COMMUNICATIONS ACTIVITY, PRE-SCHOOL FOR VERY VERY YOUNG, PARENT LANGUAGE TRAINING, TEACHER WORKSHOPS AND A VOCATIONAL CULTURAL PROGRAM DESIGNED ESPECIALLY TO ENCOURAGE THE UPPER ELEMENTARY GRADES AND EARLY HIGH SCHOOL STUDENTS TO REMAIN IN SCHOOL.

FOLLOWING EVALUATION OF THESE PROGRAMS THEY WILL BE READY FOR USE IN ANY OKLAHOMA MIGRANT SCHOOL OR MAY BE REPRODUCED THROUGHOUT THE NATION AS DESIRED.

SCHOOLS MEET MIGRANT PROBLEMS IN VARIOUS CLASSROOM ACTIVITIES

THE "MIGRANT PROBLEM" HAS BEEN A REALITY FOR OKLAHOMA, ESPECIALLY FOR THOSE RESIDING IN JACKSON COUNTY IN THE SOUTHWEST, A COUNTY WHICH FOR YEARS HAD AS ITS MOTTO "THE GOLDEN BUCKLE ON THE COTTON BELT."

PRIVATE, CHARITABLE AND GOVERNMENTAL AGENCIES HAVE WORKED WITH THESE GROUPS DURING THE PAST. THEY, AT LEAST A PORTION OF THEM, HAVE

BEEN ENROLLED IN REGULAR SCHOOL CLASSROOMS FROM TIME TO TIME FOR BRIEF PERIODS. THE BUSINESS MAN AND HUMANITARIAN KNEW THAT THEY NEEDED SPECIAL HELP.

VARIOUS TYPES OF PROGRAMS HAVE BEEN UNDERTAKEN, SOME TEMPORARILY SUCCESSFUL AND OTHERS DISCONTINUED WHEN PROJECT LEADERS FELT THEY HAD PASSED THEIR MAXIMUM BENEFITS OR THAT THE ATTEMPTS HAD NOT MET WITH SUFFICIENT SUCCESS.

EDUCATION, ESPECIALLY OF THE YOUNG AND VERY YOUNG, AS STARTED BY A SPECIAL MIGRANT ACTIVITY UNDER TITLE I ESEA, MAY CHANGE THE PICTURE.

PERSONS ENGAGED IN THE TITLE I PROGRAM DEVELOPMENT DO NOT FORESEE IMMEDIATE MIRACLES. THEY ARE MOST ENTHUSIASTIC THAT A RAY OF LIGHT IS BEING SPARKED IN THE ELEMENTARY GRADE BOYS AND GIRLS WHICH MAY BLOSSOM INTO A BEAM SUFFICIENT TO BRING A FUTURE GENERATION FROM THE PLIGHT OF THEIR PARENTS.

TEACHERS ARE HOPEFUL THAT EDUCATION, MADE POSSIBLE ONLY THROUGH EARLY LEARNING OF THE ENGLISH LANGUAGE, A NECESSITY IN THE PUBLIC EDUCATIONAL SYSTEM OF THE LAND TO WHICH THEY HAVE MIGRATED, WILL COMPLETELY CHANGE THEIR SELF-IMAGE, IMPROVE THEIR CULTURAL BACKGROUND AND HEALTH HABITS AND GIVE THEM AN OPPORTUNITY TO PROGRESS ON A SOMEWHAT EQUAL BASIS WITH THE ANGLO-AMERICANS WHO HAVE NOT SUFFERED FROM THESE DEPRIVATIONS.

ADULTS ARE NOT OVERLOOKED IN THE EDUCATIONAL PROGRESS, SPECIAL ATTENTION BEING GIVEN TO THOSE FOR WHOM ENGLISH IS A SECOND LANGUAGE AND ONE TO WHICH THEY HAVE BEEN COMPLETELY UNFAMILIAR.

THESE ADULTS PREVIOUSLY AND CURRENTLY ARE LIKEWISE ATTENDING ADULT EDUCATION CLASSES, A PROGRAM UNDER DIRECTION OF TITLE II B, ESEA.

THIRD AND FOURTH GROUPS LIKEWISE FIT INTO THE PICTURE, THESE DESIGNED MAINLY TO FAMILARIZE THE MIGRANTS WITH ENGLISH AND CULTURAL ENVIRONMENT FOR THE VERY VERY YOUNG (PRE-HEAD-START) AND FOR A GROUP OF JUNIOR HIGH SCHOOL AGE IN SEMI-VOCATIONAL PROGRAMS. THE JUNIOR HIGH SCHOOL AGE PROGRAM IS EXPECTED TO DO MUCH TOWARDS ALLEVIATING THE DROP-OUT SITUATION, SO PREVALENT AMONG THE MEXICAN-AMERICAN, MANY OF WHOM AT THAT TIME BECOME MOST CONSCIOUS OF THE AGE DIFFERENCE WITH THEIR CLASSMATES AND THE FACT THAT THEY ARE ACTUALLY FROM TWO TO FOUR GRADES BELOW THEIR AGE LEVEL.

NOT ALL OF THE NEEDY ARE BEING REACHED.

THE MIGRANT PROGRAM OF OKLAHOMA IS STILL ALMOST IN ITS INFANCY.

AT BIXBY, WHERE THE MIGRANTS FOR THE MOST PART ARE LIMITED TO INTRA-STATE MOVES, THERE ARE ANGLO BOYS AND GIRLS, AS IS THE CASE IN SOME OTHER SECTIONS OF OKLAHOMA.

TRUCK GARDENING IS THE DEMAND ANSWERED BY THESE ANGLOS, WHO EITHER HOME-BASE AT BIXBY, OR MIGRATE THERE FROM SOUTHWESTERN OKLAHOMA.

THE BIXBY PROGRAM ORIGINATED WITH 15 FIRST, SECOND AND THIRD GRADE PUPILS, ALL OF WHOM HAD REPEATED GRADES.

THE TEACHER SPENT THREE DAYS WORKING AND OBSERVING IN THE LINGUISTIC LABORATORY BEFORE STARTING HER WORK IN A SELF CONTAINED CLASSROOM.

PECAN, HAY, WATERMELON AND CANTALOUPE HARVEST BRINGS THE MIGRANTS TO WAURIKA AND TERRELL WHERE THEY REMAIN FOR A FEW MONTHS OF SCHOOLING WHILE THEIR PARENTS AND OLDER SIBBLINGS ARE EARNING THEIR ANNUAL LIVELIHOOD.

CONSTANT CHANGE OF PUPILS HAS BEEN EXPERIENCED AT THESE TWO SCHOOLS, EACH OF WHICH HAVE AN AVERAGE IN EXCESS OF 50 PUPILS.

MEXICAN, NEGRO, AND ANGLO BETWEEN THE AGES OF 8 TO 15 YEARS, ALL OF WHOM ARE TWO OR MORE GRADES BEHIND, ARE IN THE WAURIKA PROGRAM.

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BOISE CITY FARMERS NEED EXTRA HELP IN HARVEST OF BROOM CORN AND WHEAT AND FOR IRRIGATION OF THESE CROPS.

THE SCHOOL STARTED AS A TWO MONTHS PROGRAM IN SEPTEMBER WHEN FAMILIES ARRIVED FOR THE BROOM CORN HARVEST WITH NO PLANS FOR THE CHILDREN TO ENTER THE CLASSROOM.

SO WELL HAS THE PROGRAM BEEN HANDLED THAT NOT ONLY WERE THE CHILDREN ENCOURAGED TO ENTER SCHOOL, BUT THE FAMILIES HAVE REMAINED AND THE PROGRAM EXTENDED FOR THE FULL NINE MONTHS.

BOISE CITY RESIDENTS HAVE BECOME INTERESTED IN THE ACTIVITY AND TYPICAL OF THE NEWLY GENERATED ENTHUSIASM WAS THE JUNIOR CHAMBER OF COMMERCE TICKET SALE ON A BEEF, RECEIPTS OF WHICH WERE USED TO BUY $5.00 WORTH OF CLOTHING AND A TOY FOR EACH OF THE MORE THAN 30 BOYS AND GIRLS FOR CHRISTMAS.

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OKLAHOMA MIGRANT SCHOOLS

Mid-morning orange juice refreshens Hollis pupils

OBJECTIVES OF MIGRANT LINGUISTIC LABORATORY

Develop communications skills of listening, speaking, reading and writing.

Appreciate American History and its significance.

Teach importance of good health, sanitation, nutrition and safety.

Learn necessary skills and concepts which will help him adjust to surroundings.

Experience the joy of success.

Learn to become a part of the group by being recognized by classmates and faculty.

Early elementary pupils at Lookeba-Sickles

Lookeba-Sickles fourth and fifth grade pupils

OLUSTEE FURNISHED EMPLOYMENT IN VARIOUS FARM CROPS FOR FAMILIES OF THE 35 PUPILS ENROLLED IN A PROGRAM DIRECTED BY A BI-LINGUAL TEACHER. LUNCH IS SERVED THE PUPILS AND OLUSTEE HAS BECOME HOME-BASE FOR NUMEROUS FAMILIES.

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HOLLIS, RAPIDLY DEVELOPING AS A HOME-BASE, GIVES EMPLOYMENT IN IRRIGATION AND VARIOUS FARM CROPS.

A BI-LINGUAL TEACHER IS ASSISTED BY TWO AIDES, ONE OF WHOM IS BI-LINGUAL. THE 32 PUPILS, RANGING FROM 7 TO 12 YEARS IN AGE ALL STARTED AS BEGINNERS, BUT LATER DEVELOPED UNGRADED INTO THREE LEVELS.

HEALTH AND SANITATION ARE STRESSED ESPECIALLY WITH EACH PUPIL BRUSHING HIS TEETH, WASHING HANDS AND FACE AND CLEANING FINGERNAILS AT THE BEGINNING OF THE DAY. WITH HELP OF AIDES, ALL CHILDREN HAVE BEEN BATHED AND (WITH PERMISSION) GIVEN HAIR CUTS PRIOR TO ATTENDING REGULAR SCHOOL PEP ASSEMBLIES, ATHLETIC EVENTS OR OTHER SCHOOL PROGRAMS.

HOMES OF ALL PUPILS HAVE BEEN VISITED AT LEAST SIX TIMES DURING THE REGULAR SCHOOL TERM AND THIS PRACTICE WILL CONTINUE DURING THE SUMMER PROGRAM.

COMMUNITY ENVOLVEMENT AT HOLLIS IS OUTSTANDING WITH CITIZENS GIVING HELP IN SCHOOL GROUND AND LUNCH PROGRAMS. RELIGIOUS AND CIVIC GROUPS HAVE SUPPLIED CLOTHING, INCLUDING THE MAKING OF NEW DRESSES AND PURCHASE OF SHOES AND HAVE CONTRIBUTED GENEROUSLY TO THE SELF CONTAINED CLASSROOM. MEXICAN CHILDREN ARE ENTERTAINED FOR A SOCIAL HOUR ONCE EACH MONTH BY THE HIGH SCHOOL HOME ECONOMICS CLASS OF THE HOLLIS PUBLIC SCHOOL SYSTEM.

TIPTON, A WELL RECOGNIZED WATER-WELL IRRIGATION DISTRICT, HAS A NUMBER OF MIGRANTS. TWO TEACHERS ARE EMPLOYED IN THE DEVELOPMENTAL PROGRAM.

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SOUTHSIDE USED MEXICAN HIGH SCHOOL STUDENTS TO ACCOMPANY THE TEACHER IN HOME COUNCELING, SINCE THE FACULTY IS NOT BI-LINGUAL. CULTURAL TRIPS HAVE BEEN MADE TO THE MUSEUM AT FORT SILL AND THE HOLY CITY IN THE WICHITA MOUNTAINS WILDLIFE REFUGE.

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NAVAJO HAS A MIXTURE OF MEXICAN, NEGRO AND ANGLO MIGRANTS, MOST OF WHOSE FAMILIES ARE HOME-BASED BUT LEAVE EARLY EACH SPRING TO WORK ELSEWHERE AND RETURN LATE IN THE FALL. LUNCH IS FURNISHED AND, IN ADDITION TO REMEDIAL WORK, STRESS IS PLACED ON A DENTAL AND MECIDAL PROGRAM.

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MARTHA, WHERE A PROGRAM WAS STARTED IN JANUARY 1968 IS FOR ANGLO AND MEXICAN BOYS AND GIRLS FROM 7 TO 16 YEARS OF AGE IN GRADES ONE THROUGH SEVEN. EACH OF THE 47 PUPILS ARE FROM ONE TO THREE YEARS BEHIND IN CLASSWORK. A SECOND SUMMER SCHOOL IS SCHEDULED IN 1968.

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MANGUM HAS ONE TEACHER FOR THE REGULAR SCHOOL TERM MIGRANT PROGRAM AND CONDUCTS SUMMER CLASSES.

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LOOKEBA-SICKLES IN CADDO COUNTY, WHERE MANY EXTRA HANDS ARE NEEDED, ESPECIALLY IN THE PEANUT HARVEST, HAS FOUR FULL TIME TEACHERS FOR THE 64 MEXICAN, NEGRO, ANGLO AND INDIAN MIGRANTS. LUNCH IS FURNISHED, DENTAL AND MEDICAL SERVICES STRESSED, CLOTHING PROVIDED AS NEEDED AND EMPHASIS PLACED ON CULTURAL DEVELOPMENT.

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LONE WOLF LIKEWISE HAS A COSMOPOLITAN CLASSROOM OF HOME-BASED ANGLO, NEGRO AND MEXICAN BOYS AND GIRLS. THE REMEDIAL TYPE ACTIVITY WAS INITIATED LATE IN THE SCHOOL YEAR AND STRESSED READING.

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HOBART HAS A SUMMER PROGRAM AND ONE TEACHER FOR THE REGULAR SCHOOL TERM. A LANGUAGE LABORATORY COURSE IN HOBART INVOLVES AN OVERALL ORAL COMMUNICATIONS PROGRAM.

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GRANITE: CONCENTRATION ON THE ACADEMIC AND CULTURAL ASPECTS MOST NEEDED IS THE POLICY USED AT GRANITE WHERE THERE IS A MIXTURE OF MEXICAN AND ANGLO HOME-BASED MIGRANTS IN THE NINE MONTHS PROGRAM AND A SUMMER SCHOOL. EACH PUPIL, ALTHOUGH ATTENDING REGULAR GRANITE PUBLIC SCHOOL CLASSES, HAS ONE OR MORE HOURS DAILY WITH SPECIAL ATTENTION FROM THE MIGRANT TEACHER.

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FORT COBB HAS A COMBINATION TEACHER WHO SPENDS ONE-HALF DAY WITH MIGRANTS AND THE OTHER HALF TIME IN THE HEAD START PROGRAM. INDIAN, ANGLO AND NEGRO HOME-BASED MIGRANTS ARE ENROLLED.

ELK CITY CONDUCTS A MIGRANT PROGRAM IN TWO ELEMENTARY GRADE BUILDINGS FOR THE PEAK LOAD OF 27 MEXICAN AND FIVE NEGRO MIGRANTS. SUMMER AND REGULAR SCHOOL YEAR ACTIVITIES ARE CONDUCTED WITH MAJOR ATTENTION GIVEN TO A REMEDIAL TYPE IN ACADEMIC WORK.

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ELDORADO SERVES A GROUP OF YOUNGSTERS WHO ANNUALLY LEAVE EARLY EACH SPRING FOR NORTHERN STATES AND RETURN LATE IN THE FALL. FOR THIS REASON MUCH REMEDIAL WORK IS OFFERED, WITH ATTENTION LIKEWISE BEING GIVEN TO READING AND HEALTH.

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EAKLEY SERVES A CONSTANT STREAM OF MIGRANTS, MEXICANS AND INDIANS. THE FLOW OF MOVEMENT NECESSITATES A REMEDIAL UNGRADED PROGRAM.

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BLAIR HAS A REMEDIAL TYPE PROGRAM WHICH FEATURES READING, LANGUAGE AND NUMBERS DURING THE REGULAR SCHOOL TERM AND SUMMER PROGRAM.

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ALTUS, IN ADDITION TO SERVING AS A CENTER FOR MUCH OF THE STATE ACTIVITIES, CONCENTRATES ON AN UNGRADED PROGRAM FOR FIRST, SECOND AND THIRD GRADE PUPILS, STRESSING LANGUAGE AND COMMUNICATIVE SKILLS IN THE REGULAR SCHOOL YEAR AND A SPECIAL VOCATIONAL AND CULTURAL PROGRAM FOR UPPER ELEMENTARY GRADES AND UP THROUGH THE TENTH GRADE. CULTURAL EXPERIENCES, INCLUDING AT LEAST ONE ANNUAL EXCURSION, ARE INCLUDED. A NIGHT CLASS IS HELD FOR NON-ENGLISH SPEAKING ADULT MIGRANTS.

CHILDREN LEARN TO SPEAK ENGLISH

ALTUS MIGRANT LINGUISTIC LABORATORY

Realization of the need for a concentrated program of English as a second language and improved cultural advantages of handicapped boys and girls from Non-English speaking homes resulted in the establishment of a Linguistic (Migrant) Laboratory for boys and girls of Southwestern Oklahoma which is operated throughout the year at Altus, Oklahoma.

The migrant children's needs consist primarily of English language comprehension, social and cultural development, to overcome a poor self-image brought on largely because of pupils being unable to speak English, and they need special attention in their academic school curriculum.

A survey of ten elementary grade schools of Altus revealed 154 migrant Spanish speaking boys and girls who are inadequate in and wanted help in learning to communicate better in English by attending the Migrant Linguistic Laboratory. The laboratory was opened for the 1967-1968 school term.

So enthusiastic was the response of these children that it became necessary to eliminate fifth and sixth grade pupils and concentrate on the 102 pupils from the first four grades.

Classes are held from 3:30 p.m. to 5 p.m. daily and from 9 a.m. to 12 noon on Saturday. Monday through Friday transportation is furnished to the laboratory and the students arrange for their transportation home as t they do for the Saturday classes.

One full time instructor, a laboratory aide, and a part time secretary enable the children to receive individual attention from the teacher on the various types of equipment.

THE EQUIPMENT WHICH IS AVAILABLE FOR THE ALTUS MIGRANT LINGUISTIC LABORATORY IS AS FOLLOWS:

SHOW 'N' TELL

SHOW 'N' TELL FILMS AND RECORDS IN ENGLISH AND SPANISH

LIBRARY BOOKS WHICH CAN BE CHECKED OUT BY THE STUDENTS.

TAPE RECORDER WHICH IS USED FOR RECORDING THE STUDENTS' VOICES SO THAT THEY ARE ABLE TO SEE THE IMPROVEMENTS IN THEIR ENGLISH PRONUNCIATION.

RECORD PLAYERS WITH ENGLISH AND SPANISH RECORDS AVAILABLE.

OPAQUE PROJECTOR WHICH IS USED TO ENLARGE PICTURES AND WORDS ON THE SCREEN FOR DISCUSSION IN ENGLISH.

CONTROLLED READER

FILMSTRIP PROJECTOR TO SHOW FILMS FOR DISCUSSION AND EXPLANATIONS IN ENGLISH.

OVERHEAD PROJECTOR FOR PLACING WORDS AND PICTURES ON THE SCREEN FOR THE STUDENTS' DISCUSSION IN ENGLISH.

THESE MACHINES ENABLE THE INSTRUCTOR TO WORK IN A GROUP OF 10 TO 15 STUDENTS AT A TIME.

THE STUDENTS SEE FILMS AND HEAR RECORDS IN SPANISH AND THEN REPEAT AND DISCUSS THESE IN ENGLISH. THEY LEARN TO RECOGNIZE AND USE ENGLISH WORDS.

IN THE ELECTRONICS LABORATORY, THE STUDENTS LISTEN TO TAPES AND REPEAT IN ENGLISH WHAT THEY HAVE HEARD. THE INSTRUCTOR ASKS THE STUDENTS QUESTIONS AND CORRECTS THEIR MISTAKES INDIVIDUALLY THROUGH THE USE OF THE ELECTRONICS LABORATORY.

FUNDS FOR CULTURAL ENRICHMENT ARE ALSO PROVIDED FOR THESE STUDENTS.

THE LABORATORY HAS BEEN VISITED BY NUMEROUS LOCAL, STATE, AND NATIONAL LEADERS, AS WELL AS PATRONS AND MANY TEACHERS INVOLVED IN THE MIGRATORY WORK.

It serves two nights per week for adult classes when non-English speaking parents of the day time pupils are taught English.

It serves as a center for Southwest Oklahoma teachers who regularly have Mexican-American boys and girls in their classroom, as well as those who teach in summer migrant programs.

A full-time coordinator working out of the Laboratory, helps all teachers of Migrant Programs of Oklahoma in becoming familiar with new ideas and materials proven in the Laboratory and applicable to all schools.

A library is included in the laboratory where the following books are made available:

THE ROBERTS ENGLISH SERIES-- Paul Roberts

PHONETICS--Carrell/Tiffany

PATTERNS OF SPANISH PRONUNCIATION--Bower/Stockwell

PLANS FOR TEACHING WORD-STUDY CHARTS (4)

FOUNDATIONS OF ENGLISH FOR FOREIGN STUDENTS--Walpole

EFFECTS OF CHILDHOOD BILINGUALISM--Jensen

EDUCATING STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE--New York City Board of Education

ART PROJECTS--Alphacolor

GRAMMATICAL PATTERNS AND COMPOSITIONS--Borgh

APPLIED PHONETICS--Wise

SEGUNDA VISTA--Allyn/Bacon

TEACHING ENGLISH AS A SECOND LANGUAGE--Allen (McGraw-Hill)

LANGUAGE LABORATORY AND LANGUAGE LEARNING--Hocking

LANGUAGE GAMES--Wagner/Hosier/Blackman

PRESCHOOL INSTRUCTIONAL PROGRAM FOR NON-ENGLISH SPEAKING CHILDREN--
TEXAS EDUCATION AGENCY/AUSTIN, TEXAS

LINGUISTICS ACROSS CULTURES--LADO

SPANISH-SPEAKING CHILDREN OF THE SOUTHWEST--MANUEL

ENLGISH SENTENCE PATTERNS--LADO/FRIES

ENGLISH PRONUNCIATION--LADO/FRIED (2)

VOCABULARY IN CONTEXT--MICHIGAN

RESOURCE UNITS FOR CLASSES WITH PUERTO RICAN PUPILS
NEW YORK CITY BOARD OF EDUCATION

SPEECH MANUAL--CALDERON

PRIMERA VISTA--TEACHER'S MANUAL

TEACHING ENGLISH TO PUERTO RICAN PUPILS IN GRADES 5 AND 6--
PUERTO RICAN STUDY BOARD OF EDUCATION, NEW YORK CITY

RESOURCE UNITS FOR CLASSES WITH PUERTO RICAN PUPILS IN GRADE 6--
NEW YORK CITY BOARD OF EDUCATION

MODERN FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL--KEESEE

SEGUNDA VISTA (TEACHER'S MANUAL) --GINSBURN/NASSI/SUPERVIA

LEARNING A NEW LANGUAGE (2)--ASSOCIATION FOR CHILDHOOD EDUCATION
INTERNATIONAL

TEACHING ENGLISH AS A SECOND LANGUAGE--SCHOTTA

SUGGESTED EXPERIENCES IN ENGLISH FOR GRADES 1 AND 2--PREPARATORY TO
THE ROBERTS ENGLISH SERIES

PRIMERA VISTA (TEXT) -- GINSBURG/NASSI

THE LANGUAGE LABORATORY AND MODERN LANGUAGE TEACHING--STACK

ENGLISH STEP BY STEP--BOGGS/DIXSON

ENGLISH AS A SECOND LANGUAGE--FINOCCHAIRO

LANGUAGE, THOUGHT AND REALITY--WHORF

THE SCIENCE OF LANGUAGE--HUGHES

ARE YOU LISTENING?--Nichols/Stevens

TEACHING ENGLISH AS A SECOND LANGUAGE--Finocchairo

LANGUAGE AND LANGUAGE LEARNING--Brooks

THE WORD SHOP (BOOK 1)--Eaton/James

READING TRAILS (BOOK 11)--Eaton/James

THE HIGHROAD TO READING (BOOK 111)--Eaton/James

SPEECH IN THE ELEMENTARY CLASSROOM--Van Riper/Butler

TEACHING YOUNG STUDENTS ENGLISH AS A FOREIGH LANGUAGE--Bumpass

ENGLISH THIS WAY (BOOK 9)--English Language Services

ENGLISH FOR TODAY (BOOK 1) (2)--National Council of Teacher of English

HISTORICAL LINGUISTICS: AN INTRODUCTION--Lehmann

DISCOVERING YOUR LANGUAGE--Postman/Morine/Morine

AN INTRODUCTION TO TRANSFORMATIONAL GRAMMARS--Back

AN INTRODUCTION TO DESCRIPTIVE LINGUISTICS--Gleason

AN INTRODUCTORY ENGLISH GRAMMAR--Stageberg

THE PRONUNCIATION OF AMERICAN ENGLISH--Bronstein

A HISTORY OF THE ENGLISH LANGUAGE--Baugh

THEORIES OF LEARNING--Hilgard/Bower

AMERICAN ENGLISH GRAMMAR--Fries

APPLIED ENGLISH LINGUISTICS 9(2)--Allen

ENGLISH FOR TODAY (BOOK 1)--The National Council of Teachers of English (9 copies)

BEGINNING LANGUAGE ARTS INSTRUCTION WITH CHILDREN--Shane/Mulrey/Reddin/Gillespie

TEACHING PRIMARY CHILDREN--Huey

IMPROVING LANGUAGE ARTS INSTRUCTION IN THE ELEMENTARY SCHOOL--Shane/Mulrey/Reddin/Gillespie

PHONICS--Scott/Thompson

PRINCIPLES AND METHODS--Center for Applied Linguistics

WE LEARN ENGLISH WITH PEPE AND ANITA ON THE RANCH--Bumpass

WE LEARN ENGLISH WITH THE SOTO FAMILY--Bumpass

WE LEARN ENGLISH WITH ANITA AND TABBY--Bumpass

WE LEARN ENGLISH WITH PEPE AND BING--Bumpass

Teacher's Guide for WE LEARN ENGLISH--Bumpass

READER'S DIGEST READINGS (BOOK 1) -- Kitchir (4 copies)

LANGUAGE TEACHING--Lado

SPEECH DRILLS FOR CHILDREN IN FORM OF PLAY--Case

CHORAL SPEAKING ARRANGEMENTS FOR THE LOWER GRADES--Abney/Rowe

CHORAL SPEAKING ARRANGEMENTS FOR THE UPPER GRADES--Abney/Rowe

THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL--Stickland

MANUAL OF AMERICAN ENGLISH PRONUNCIATION--Prator

A SURVEY OF THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKING IN THE UNITED STATES--Allen

COORDINATION WITH OTHER PROGRAMS FOR MIGRATORY CHILDREN

Department of Labor

Department of Health

Day-Care Center, Department of Public Welfare

Head-Start Projects

Community Action Agencies

Growers

Migrant families

Summer School Programs

THE DAILY OKLAHOMAN
Mon., Nov. 27, 1967 15

Altus Language Clinic Aids Mexican-American Cl

By Bob Ruggles
Education Writer

ALTUS — Seventy-five ea- ger Mexican chil- dren in th schools are play time selves.

The ch through f attend

The bright-eyed children like the program — there were more applic than space for them.

The children ar the g t ird an ge t

His Interest In Children Keeps Dr Rivera Busy

Western for preparation of te Spanish - speaking ch director Tex

Affair Set For Migrant Summer School Students

Migrant Children Lear English At School Lab

2 The Altus (Okla.) Times-Democrat, Friday, July 14, 1967

Migrant Students Luncheon Hoste

During the past six weeks 66 boys and girls, many with above average ability, have spent their morning hours "catching up" the school work they ha often as they with m

Monday m workshop more te

The Altus (Okla.) Times-Democrat, Sunday, April 7, 1968

Altus schools ond Laboratory s outstanding th Deaso

Young Linguistic Students Visit State Capitol and Zoo

- eight young students tus Schools' Migrant Lin- boratory took an i m - test Saturday. It w a culmination of weeks paration, and mor ming. est was

Migrant Pupi Are on Big Tou

June 27 is a date boys and gi girls in the summer migran school program at Robe Lee are likely to rem ever.

Third, fo grade

eks of ren

Next phase of the progra the Altus schools has bee ening the language labor at 215 North Lee. Childre d the classes on a volu from 3:30 until 5 p.m. rent elementary s ming each afte week

7 that the mi- the Altus ahoma area of great hildren

Mrs. Bartlett To Visit Her

Mrs. Dewey Bartlett, w will be in Altus Tu visit Head Start Jackson

Migrant Class Students Learn All About Auto Servicing

Altus (Okla.) Times-Democrat, Sunday, July 2, 1967 1

of a gasoline sta- lon- sport truck's cargo of gasoline was emptied into the under- tanks, then they visit- where cus- dren observe chanism in o told to watc ed when t with

It's all a part of the school's m to help the children their vocabulary and of the com- es. For is ll. Those on up of the ave watched They also nd were sho obey order plenty o

Migrant School Attendance Is Described as Excellent

mer put- ec- h r

ance dropped to 5 them 'catch u they had m they coul with t

SUMMER MIGRANT session reader Florine Prince, turns the colorful pages of one of the new books at the city library while Roy Acosta, left, and Daniel Gonzalez look on. All attend the special school at Robert E. Lee provided through a federal grant. One of their recent excursions, for all 50 students, was to learn the facilities of the library.

AN EDUCATIONAL TOUR

First Look at a Library

Can you remember th time you ever went t lic l

Roy Mayf worth, Mrs. trice Mo

Spanish L Begin in

60 Teachers In Language C

Sixty teachers fro oma

Sixty teacher

Trustees View New Laboratory

Education ies of the ary

uage are the special featu the laboratory funded u grant for migrant educ I of the Elemen Education summ

Summer School Classes Help Student

Forty-one Elk City youngsters are expected to enter school in about three weeks with more confidence in the with the class

The students migrant famili st behind in

The classes lasting for a 6-week period were composed of 12 children in the first through

to four local teachers conducting the classes. All 41 students were chattering, outgoing children at

repeated moves accompanied with the language barrier cause them to fall behind in their school

To Build Learning Confidence

Some Hear English for First Time

Migrant Youngsters Try to Catch U

By Mary Goddard
(Times Staff Writer)

HOLLIS — Rosita has nt most of her seven s moving with the har-, viewing America gh the curtain of an- language and being ed and under

She now lives with her parents and eight brothers and sisters in a little shack near Hollis where she hears mostly a liquid rent of Spanish Rosi

the first grade this spring 'way behind her cla mates. Thi

She said that the workshop was conducted at the first of the because the program organization

want to have any material that they had had in school.

"For example, the reading would have meant little to them if they had to read about Dick Jane again," she explained.

them a fresh start enjoy the Oklahoma City Times

learn where the students wer their school work. Daily co with the students also helped teachers to determine the ed tional stage of the children.

The teachers met each 8 to plan the classwork for school day which started at and continued through n met each afterno and to

Tipton Course For Spanish-Speaking Children Proves To Be Worthwhile

By TOM SHARROCK

they speak enough that we can communicate and they

There are now sizeable Latin-American communities in

Thanks to Title I feder funds, special eight-week classes are being set up this summer or organized to run next fall in 11 school districts stretching fr erral northwe ity.

Migratory You To Begin Scho

Remedial education for mi tory children will get under with 9 a.m. enrolment Monda Longfellow school. Class will gin Tuesday in grades 1 thr 6.

Scheduled for the progr under Elk City school spon ship and financed by joint fe al-state funds, are 20 migra students and 20 local youth

"We are only allowed to clude 20 local youths with 20 gratory students," Peggy Jones, one of the instruc said. She explained that 100 applications had been re ed locally.

"The local resident stud who have been accepted for medial summer school prog will have been notified by day evening," she said

DISSEMINATION

1. Newspaper stories have appeared in the local daily paper, the metropolitan press and magazines.
2. T.V. coverage by Station KSWO at Lawton with coverage over Southwestern Oklahoma and nearby Texas.
3. Radio coverage has been extensive.
4. Numerous programs have been presented before civic and cultrual groups.
5. Visits, especially to Linguistic (Migrant) Laboratory have been made by:
   - A. U.S. Congressmen
   - B. State of Oklahoma Educational Officials
   - C. Teachers and students from colleges and universities in Oklahoma and Texas
   - D. Southwestern Oklahoma teachers and community leaders.
   - E. State of Oklahoma Representatives
6. Exchange of Ideas

   Linguistic (Migrant) Laboratory teachers made a week long tour visiting migrant programs in operation throughout Texas.
7. Efforts are made constantly to keep in touch with migrant programs in various states of the nation in an attempt to learn about new innovations and progress.
8. Contact with entire faculty, familarizing each with the program.
9. Contact with all migrant families of the area.

REFERENCE MATERIALS AVAILABLE
REPORTS AND EVALUATIONS OF MIGRANT PROJECTS

A. ARIZONA

1. ARIZONA STATE PLAN FOR DEVELOPMENT OF MIGRANT EDUCATION PROGRAMS
2. BIBLIOGRAPHY OF MATERIALS FOR LINGUISTIC PROGRAM

B. CALIFORNIA

1. CULTURAL DIFFERENCES AS THEY AFFECT CHILDREN
2. EDUCATION OF SPANISH-SPEAKING CHILDREN AND YOUTH
3. THE EDUCATION OF CHILDREN OF SEASONAL AGRICULTURAL WORKERS IN CALIFORNIA ELEMENTARY SCHOOLS
4. THE EDUCATIONAL NEED OF MIGRANT CHILDREN
5. FOURTH ANNUAL CONFERENCE ON FAMILIES WHO FOLLOW THE CROPS
6. MIGRANT CHILDREN IN CALIFORNIA SCHOOLS
7. TESOL: THE NATURE OF THE VENTURE
8. THIRD ANNUAL CONFERENCE ON FAMILIES WHO FOLLOW THE CROPS
9. UNDERACHIEVEMENT AMONG MINORITY GROUPS

C, COLORADO

1. COLORADO MIGRANT EDUCATION PLAN
2. TEACHING ENGLISH AS A SECOND LANGUAGE

D. FLORIDA

1. THE PILOT SCHOOL PROJECT AT FLORIDA CITY ELEMENTARY SCHOOL
2. THE SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN IN DADE COUNTY SCHOOLS

E. NEW YORK

1: BILINGUAL READINESS DURING EARLIEST SCHOOL YEARS
2. SOMEONE CARES

F. OKLAHOMA

1. MIGRANT LINGUISTIC LABORATORY-A STUDY OF MIGRANT WORKERS IN OKLAHOMA

G. TEXAS

1. THE CULTURALLY DEPRIVED CHILD: SOME IMPLICATIONS FOR TEACHING
2. REPORT OF RESEARCH IN READING FOR SPANISH-SPEAKING BEGINNERS
3. SAN ANTINIO CLASSES USE TWO LANGUAGES
4. SOME INFORMATION ON TEACHING ENGLISH TO NATIVE SPANISH SPEAKERS
5. A STUDY OF FLUENCY AND PROFICIENCY LEVELS IN ORAL ENGLISH OF SPANISH-SPEAKING SCHOOLS
6. THE TEXAS PROJECT FOR EDUCATING MIGRANT CHILDREN

H. WASHINGTON & WASHINGTON, D.C.

1. PLANNING PRE-SERVICE FOR TEACHERS OF MIGRANT SUMMER SCHOOLS
2. TEACHING ENGLISH AS A SECOND LANGUAGE
3. SELECTED REFERENCES USEFUL TO PERSONS INTERESTED IN PROGRAMS FOR MIGRANT AGRICULTURE WORKERS.

LABORATORY EQUIPMENT AVAILABLE

Opaque Projector	1
107 Copier	1
Controlled Reader	1
Portable Record Player	3
Filmstrip Projector	1
16 MM Movie Projector	1
Overhead Master VU-Graph Projector	1
Duplicating Machine	1
Six Unit Electronic Laboratory	1
Typewriter with Spanish Symbols	1
Show "N" Tell Machines	3

Five ince tapes

FILMSTRIPS AVAILABLE FOR CONTROLLED READER

1. Controlled Reader Set 4e Grade 1, Album 1
2. Controlled Reader Set 4e Grade 1, Album 2
3. Controlled Reader Set 4f Grade 2, Album 1
4. Controlled Reader Set 4f Grade 2, Album 2
5. Controlled Reader Set 4g Grade 3
6. Controlled Reader Set E
7. Controlled Reader Set F

AVAILABLE ON RECORDS AND FILMS FOR SHOW "N" TELL

1. Ali Baba Y Los 40 Ladrones
2. Alicia En El Pais De Las Maravillas
3. Blanca Nieves
4. Cantando La Jargada (Babe Ruth)
5. Como Comenzo El Sol
6. Como Sabemos Que La Tierra Es Redonda?
7. Cuando Los Gigantes Andaban Por El Mundo
8. El Conde De Monte Cristo
9. El Mago De Oz
10. El Patito Feo
11. El Soldado De Elstano
12. Days of the Week And Accompanying Chores
13. Frankenstein
14. Hercules
15. Jack Y La Enredadera
16. La Bella Durmiente
17. La Caperucita Roja
18. La Cenicienta
19. La Familia Del Sol (2)
20. La Lampara De Aladino
21. Let's Go Shopping/Spanish
22. La Maquina Voladora De Los Hermanos Wright
23. Lo Que Comen Los Animales De La Selva
24. Los Tres Mosqueteros
25. Los Tres A Sos
26. Marco Polo
27. Numbers/Spanish
28. Pinocho
29. Que Es Lo Que Produce La Musica: La Familia Del Violin
30. Robin Hood
31. Robinson Crusoe
32. Time
33. Tradesmen and their Wares
34. Viajes De Gulliver
35. The Weather and It's Colors